

PRESIDENT'S REPORT  
and  
Catalogue of Staff and Students

GIRARD COLLEGE  
*The* CITY OF PHILADELPHIA, *Trustee*

FOR THE YEAR 1954

Girard College Print Shop

## BOARD OF DIRECTORS OF CITY TRUSTS—1955

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Ernest T. Trigg, Vice-President

Thomas B. K. Ringe, Vice-President

Walter B. Gibbons, Vice-President

Revelle W. Brown

†Effingham B. Morris, Jr.

Samuel H. Daroff

George F. Norton

Herbert W. Goodall

Thomas A. Shallow

Hubert J. Horan, Jr.

Morris Wolf

### MEMBERS OF THE BOARD, EX OFFICIO

Joseph S. Clark, Jr., Mayor

James H. J. Tate, President City Council

### GIRARD COLLEGE COMMITTEES

#### HOUSEHOLD

\*Thomas A. Shallow

Samuel H. Daroff

Herbert W. Goodall

†Effingham B. Morris, Jr.

George F. Norton

Ernest T. Trigg

The Mayor

#### INSTRUCTION

\*Thomas B. K. Ringe

Hubert J. Horan, Jr.

†Effingham B. Morris, Jr.

George F. Norton

Ernest T. Trigg

Morris Wolf

The Mayor

### ADMISSIONS AND STUDENT RELATIONS

\*George F. Norton

Samuel H. Daroff

Walter B. Gibbons

Herbert W. Goodall

†Effingham B. Morris, Jr.

Morris Wolf

President, City Council

\*Chairman

†Deceased, August 16, 1955

G. Curtis Pritchard, Secretary

James J. Hagan, Assistant Secretary

Office, 21 South 12th Street

Philadelphia 7

## OFFICERS OF GIRARD COLLEGE

January 1, 1955

### \*President

E. NEWBOLD COOPER

B.S., *Haverford College*; A.M., *University of Pennsylvania*;

Ed.D., *Rutgers University*

### \*Vice President

KARL R. FRIEDMANN

B.S., *Dartmouth College*; A.M., *Columbia University*

### Assistant to the President

JOHN C. DONECKER

## SECONDARY EDUCATION

### Director, Secondary Education, and Head, Department of Mathematics

KARL R. FRIEDMANN

B.S., *Dartmouth College*; A.M., *Columbia University*

### Associate Director

EMIL ZARELLA

A.B., *University of Pennsylvania*

### MORRIS WOLF

A.B., A.M., and Ph.D., *Columbia University*

Head, Department of Social Studies

### RAYMOND I. HASKELL

B.S. and A.M., *Colby College*; A.M. and Ph.D., *University of Pennsylvania*

Head, Department of English

### LAURIS R. WILSON

B.S., *Temple University*

Resident Master, Bordeaux Hall

Business Education

### REYNOLDS JOLL

B.S., *Ursinus College*

Resident Master, Banker Hall

Teacher of Mathematics

### CREEL W. HATCHER

B.S., Ed.M., *Temple University*

Head, Department of Mechanical Instruction

### EDWIN H. CRAIG

B.S., *Pennsylvania State College*; Ed.M., *Temple University*

Senior Housemaster, Merchant Hall

### GEORGE R. DULEBOHN

A.B. and A.M., *Gettysburg College*; A.M. and Ph.D., *University of Pennsylvania*

Senior Housemaster, Mariner Hall

\*As of May 1, 1955

**JAMES D. WHITE**

*B.S., University of Pennsylvania; Ed.M., Temple University;  
Ph.D., University of Pennsylvania  
Head, Department of Business Education*

**JOHN M. PRESSON**

*B.S., William and Mary College; A.M., Columbia University;  
Ph.D., University of Pennsylvania  
Head, Department of Science*

**JOHN A. LANDER**

*B.S. and A.M., Temple University  
Resident Head, Department of Foreign Languages*

**DAVID C. WOLSTENHOLME**

*B.S., Arnold College; Ed.M., Temple University  
Head, Department of Physical Education*

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**HENRY V. ANDREWS**

*A.B., Cornell University  
Speech and Dramatics*

**HARRY C. BANKS, Jr.**

*Mus.Bac., Zeckwer-Hahn Music Academy;  
Mus.Doc.(hon.), Muhlenberg College; A.A.G.O.  
Director of Vocal Music*

**JOHN E. CHARLTON**

*B.A., Pennsylvania State University  
Resident Master, Merchant Hall  
English*

**JAMES L. COLLIER**

*Housemaster, Secondary School*

**HOWARD CONKLIN**

*Carpentry*

**CHARLES T. CUNNINGHAM**

*B.S., West Chester State Teachers College; Ed.M., Temple University  
Resident Master in Science and Guidance*

**M. ARNOLD DAFFIN**

*B.S. in Ed., University of Pennsylvania  
Printing*

**SHOWELL C. DENNIS**

*B.S., University of Maryland; M.S., George Washington University  
Chemistry*

**JAMES B. FISHER**

*A.B., University of North Carolina; M.A., University of Pittsburgh  
Housemaster, Banker Hall*

**WILLIAM E. FOCHT**

*Machine Shop*

O. KENNETH FRETZ  
B.A., *Bluffton College*  
Substitute Housemaster, Bordeaux Hall

CARRIE M. FREY  
A.B., *Hood College*, A.M., *Columbia University*  
Foreign Languages

ROBERT O. GLEASON  
B.S., *Rutgers University*  
Resident Master, Mariner Hall  
Guidance

ROY N. GLERUM  
Substitute Housemaster, Banker Hall

VERA L. GOODRICH  
B.S. and Ed.M., *Temple University*  
English

JAMES M. HAMILTON  
Lieut. Colonel, Infantry Reserve  
Military Science and Tactics

J. HOLLAND HECK  
A.B. and E.E., *Swarthmore College*  
Applied Electricity

HENRY WEEKS JONES  
B.S. in Ed., *Temple University*  
Resident Master, Banker Hall  
Teacher of Physical Education

NORMAN L. JONES  
B.S. and A.M., *University of Pennsylvania*  
Housemaster, Merchant Hall  
Teacher of English

CASWELL E. MacGREGOR, Jr.  
A.B., *Harvard University*  
English

CHARLES L. MAILLARDET  
B.S. in Ed., *University of Pennsylvania*  
Guidance and Handcrafts

RALPH W. MARCH  
B.C.S., *New York University*; B.S. in Ed., *Temple University*  
Department of Business Education

THOMAS B. McCLOUD  
A.B., *Washington College, Maryland*  
Housemaster, Bordeaux Hall  
Teacher of Mathematics

FERN McCracken  
A.B., *Waynesburg College*; A.M., *Pennsylvania State University*  
English

MIRIAM McGHEE  
B.S., *University of Pennsylvania*  
Director of Social Instruction

PERCY F. MILLER  
B.S., *Gettysburg College*; A.M., *University of Pennsylvania*  
General Science

ROBERT W. MORRISON  
B.S., *West Chester State Teachers College*;  
M.S., *University of Pennsylvania*  
Instrumental Music

EARL E. MORROW  
Auto Mechanics

JOHN D. MYERS  
A.B., *Amherst College*; *Columbia University*  
Housemaster, Banker Hall  
Teacher of Mathematics

HOWARD C. NESBITT  
B.A., *Washington College*; M.A., *Columbia University*  
Resident Master in Physical Education

PAUL A. NEWHARD  
B.S. in Ed., *West Chester State Teachers College*  
Housemaster, Bordeaux Hall

E. HAYDON PEREIRA  
Mechanical Drawing and Trade Drafting

ALBERT W. RICHARDSON  
B.S., *Boston University*  
Resident Master, Junior School  
Guidance

MARTIN H. ROTAN  
Pattern Making

BENJAMIN ROTHBERG  
Phil.B., *University of Kiev*; A.B., *University of Pennsylvania*  
Housemaster, Mariner Hall

ALBERT H. SCHOELL  
B.S. and A.M., *University of Pennsylvania*  
Mathematics

HENRY SCHWANEGER  
A.B., *Gettysburg College*; A.M., *University of Pennsylvania*  
Housemaster, Secondary School.

SAMUEL R. SHIRLEY  
B.S. and Ed.M., *Temple University*  
Mathematics

GEORGE A. SHUSTER  
Foundry and Sheet Metal

JOSEPH J. SHUSTER  
A.B., *Franklin and Marshall College*  
Resident Master, Merchant Hall  
Teacher of Mathematics

LOUISE G. SIGMUND  
B.S. in Ed., *University of Pennsylvania*  
Social Studies

JOSEPH J. SUNGENIS  
B.S., *Temple University*  
Department of Business Education

**H. EMORY WAGNER**

**A.B., *Washington Missionary College*; A.M., *George Washington University*  
Social Studies and Guidance Counselor**

**WILLIAM A. YOTTEY**

**B.S., *Shippensburg State Teachers College*  
Resident Master, Mariner Hall  
Teacher of Social Studies**

**PAUL ZDANOWICZ**

**A.B., *Bowdoin College*; M.Ed., *University of Maine*  
Resident Master, Allen Hall  
French**

**WILLIAM F. ZEIL**

**A.B., *Villanova College*; A.M. and LL.D.(hon.), *Webster University*  
Resident Master, Allen Hall  
Teacher of Art**

## **ELEMENTARY EDUCATION**

**\*Director of Elementary Education**

**MALCOLM J. NICHOLSON**

**A.B. and A.M., *Dalhousie University***

**\*Assistant Director**

**ERNEST L. OGDEN, Jr.**

**B.S. in Ed., *Boston University***

**GEORGE H. DUNKLE**

**B.S., *West Chester State Teachers College*; Ed.M., *Pennsylvania State College*  
Senior Housemaster, Lafayette Hall**

**JOHN F. BARRETT**

***Fitchburg Normal School, Massachusetts*  
Manual Arts**

**JOHN S. BOUTILIER**

**B.S. and Ed. M., *Boston University*  
Resident Master, Elementary Schools**

**THOMAS H. BRADLEY**

**B.S., *Springfield College, Massachusetts*  
Resident Master in Physical Education**

**MAGDALENE H. BROSIUS**

**B.S. in Ed., *West Chester State Teachers College*; Ed.M., *Duke University*  
Teacher, Elementary Schools**

**PATRICIA A. BRAWN**

**B.S., *Farmington State Teachers College*  
Resident Teacher, Elementary Schools**

**ISABEL C. BROWN**

**B.S. and A.M., *University of Pennsylvania*  
Teacher, Elementary Schools**

**\*As of May 1, 1955**

GRACE H. CAMPBELL  
B.A., *Wilmington College, Ohio*  
Governess, Elementary Schools

MARTHA R. COOPER  
B.S. in El. Ed., *Shippensburg State Teachers College*; Ed. M., *Temple University*  
Teacher, Elementary Schools

BETTY L. CORNELL  
A.B., *Augustana College, Rock Island, Illinois*  
Substitute Teacher, Elementary Schools

ELEANOR R. COX  
B.A., *Wheaton College*  
Substitute Teacher, Elementary Schools

HELEN RUSSELL CRAIG  
Governess, House Group

DOROTHY DANDOIS  
B.S. and M.S. in Ed., *University of Pennsylvania*  
Teacher, Elementary Schools

GERTRUDE L. DETWILER  
Mus. B., *Bluffton College*  
Governess, House Group

JANET F. DUVAL  
Governess, Junior School

LOUISE M. ELKO  
B.S., *Columbia University*  
Teacher, Elementary Schools

RUTH F. EPLER †  
A.B., *Hood College*; M.S., *University of Pennsylvania*  
Teacher, Elementary Schools

FRANCES M. FILEWICK  
B.S. in Ed., *West Chester State Teachers College*; M.S., *University of Pennsylvania*  
Substitute Teacher, Elementary Schools

RUTH H. FRAME  
B.S. in Ed., *Temple University*  
Teacher, Elementary Schools

LEAH E. GAUGHAN  
*West Chester State Teachers College*  
Substitute Teacher, Elementary Schools

EDWIN O. GECKELER  
B.A., *Haverford College*; M.A., *University of Pennsylvania*  
Resident Master, Elementary Schools

JEWELL P. GLEASON  
B.S., *Temple University*  
Teacher, Elementary Schools

† Leave of Absence



**ANNE G. GREENE**  
*A.B., East Carolina Teachers College*  
Governess, Junior School

**MICHAEL B. GROFF**  
*Temple University*  
Physical Education

**ROBERT E. HARTMAN**  
*B.S., East Tennessee State College; M.A., George Peabody College*  
Resident Master, Lafayette Hall  
Physical Education

**NANCY E. HILL**  
*Moore Institute of Art*  
Governess, Junior School  
Teacher of Art

**HAROLD F. HOLMAN**  
*A.B., Maryville College; A.M., Washington College, Tennessee*  
Resident Master, Junior School  
Teacher of Mathematics

**NANCY E. HUTCHISON**  
Governess, Elementary Schools

**BERYL W. IRVIN**  
Governess, Junior School

**MARJORIE H. KIRK**  
*B.S. in Ed., Temple University*  
Teacher, Elementary Schools

**CHARLOTTE M. KNAPP**  
*B.S. in Ed., Lock Haven State Teachers College; A.M., Columbia University*  
Teacher, Elementary Schools

**S. LOUISE KRESGE**  
*B.S. in Ed., Kutztown State Teachers College*  
Substitute Teacher, Elementary Schools

**IRENE S. LANDIS**  
Governess, Junior School

**DONALD L. LODER**  
Substitute Housemaster, Elementary Schools

**GENEVIEVE L. McCAIN**  
*A.B., Dickinson State Teachers College, North Dakota; A.M., Columbia University*  
Teacher, Elementary Schools

**LORETTA McCORMICK**  
*B.S., Temple University*  
Teacher, Elementary Schools

**MARGARET E. McFATE**  
*A.B., College of Wooster, Ohio; B.S., Carnegie Institute of Technology;*  
*Litt.M., University of Pittsburgh*  
Teacher-Librarian, Elementary Schools

LINFORD H. MOYER  
*West Chester State Teachers College*  
Manual Arts

MARY BOYER MURRAY  
B.S. in Ed., *Temple University*  
Substitute Teacher, Elementary Schools

CORINNA L. ORISHIMO  
*Mary Drexel Training School*  
Substitute Governess, Junior School

ELIZABETH C. POTTS  
B.S., *University of Pennsylvania*; A.M., *Smith College*  
Teacher, Elementary Schools

SARA J. RAMSAY  
B.S. in Ed., *Temple University*  
Teacher, Elementary Schools

PAULINE RANCK  
B.S., *Bloomsburg State Teachers College*; M.S., *Temple University*  
Teacher, Elementary Schools

CAROLINE P. RHOADS  
A.B., *Mount Holyoke College*; A.M., *Columbia University*  
Teacher, Elementary Schools

JANICE M. SARGENT  
B.S. and A.M., *Columbia University*  
Teacher, Elementary Schools

ELIZABETH M. SCHANELY  
B.S., *Temple University*  
Teacher, Elementary Schools

HERBERT A. SCHWAB  
*Tyler School of Fine Arts, Temple University*  
Housemaster, Elementary Schools †  
Teacher of Art \*

JULIET E. STACKS  
B.S. and A.M., *Maryland College for Women*  
Governess, Junior School  
Accompanist

EDGAR T. STEPHENS  
*West Chester State Teachers College*  
Physical Education

CHESTER B. SWEIGART  
*Millersville State Teachers College*; B.S., *University of Pennsylvania*  
Housemaster, House Group

† Leave of Absence

\* Part Time

**OLEINE M. TURNER**  
Governess, Junior School  
Teacher of Art

**MARIAN E. VEALS**  
B.A., *Juniata College*  
Governess, Elementary Schools

**BARBARA ANN VARNEY**  
A.B., *Bates College, Maine*  
Governess, Elementary Schools

**ELIZABETH VERRIER**  
Governess, House Group

**JAMES D. B. WEISS, Jr.**  
B.S., *University of Pennsylvania*  
Housemaster, Elementary Schools

**ELIZABETH S. WHITACRE**  
B.S. and A.M., *Columbia University*  
Teacher, Elementary Schools

**JOSEPH T. WILEMAN**  
B.S., *Millersville State Teachers College*  
Resident Master, Elementary Schools

**MARIAN L. WILSON**  
A.B., *Smith College*; A.M., *Columbia University*  
Teacher, Elementary Schools

**ELEANOR M. ZDANOWICZ**  
B.S., *University of Maine*  
Substitute Governess, Elementary Schools

## **HEALTH SERVICE**

### **Director**

**EDWARD L. BAUER**  
M.D., *Jefferson Medical College*

**NORMAN M. MacNEILL**  
M.D., *Jefferson Medical College*  
Assistant Physician

**NATHAN P. STAUFFER**  
D.D.S., *University of Pennsylvania*; M.D., *Jefferson Medical College*  
Oto-Laryngologist

**WILLIAM T. HUNT, Jr.**  
M.D., *Jefferson Medical College*  
Ophthalmologist

**KENNETH E. FRY**  
B.S., *Whitman College*; M.D., *Jefferson Medical College*  
Consulting Surgeon

**SHERMAN A. EGER**  
A.B., *Ursinus College*; M.D., *Jefferson Medical College*  
Consulting Surgeon

JOHN J. GARTLAND  
A.B., *Princeton University*; M.D., *Jefferson Medical College*  
Consultant Orthopedist

MAGDALENE SUTER  
R.N., *St. Lucas Hospital, Faribault, Minnesota*; *Jewish Hospital, Philadelphia*  
Directress of Nurses  
and Anesthetist

ELIZABETH M. LEISTER  
R.N., *Lankenau Hospital, Philadelphia*  
Assistant Directress of Nurses

#### Nurses

HELEN F. STEVENS  
R.N., *Protestant Episcopal Hospital, Philadelphia*

ELIZABETH J. RITCHIE  
R.N., *Woman's Medical College Hospital, Philadelphia*

CATHERINE GAGLIARDI  
R.N., *Woman's Medical College Hospital, Philadelphia*

ETHEL CAMPBELL  
R.N., *Methodist Episcopal Hospital, Philadelphia*

#### Assistant Director, in Charge of Dental Clinic

J. DONALD STONE §  
D.D.S., *University of Pennsylvania*

EDWARD R. COLEMAN  
D.D.S., *University of Pennsylvania*  
Orthodontist

#### Assistant Dentists

LAWRENCE L. MERVINE  
D.D.S., *Temple University*

THEODORE KURTA  
D.D.S., *Temple University*

CHARLOTTE R. CRANMER  
R.D.H., *Temple University*  
Dental Hygienist

### OFFICE OF ADMISSIONS AND STUDENT RELATIONS

#### Director

JOHN C. HAYWARD  
A.B., *Bowdoin College*; A.M., *Boston University*  
Psychologist

EDA S. HAYWOOD  
B.S., *University of Pennsylvania*  
Assistant to Director

§ Deceased

**MILDRED S. HILL**

Field Representative

**THOMAS J. CORRIGAN**

B.S. in Ed., *Gorham State Teachers College, Maine*; M.A., *Columbia University*  
Assistant Psychologist

**ROGER E. WATSON**

A.B., *Dartmouth College*; M.D., *University of Pennsylvania*  
Psychiatrist

## **LIBRARY**

### **Librarian**

**HAZEL ERCHINGER**

A.B., *University of Washington*

**MARY L. SMYTHE**

B.S., *Temple University*  
Assistant Librarian

**ELSIE D. CHENEY**

A.B., *Temple University*; B.S. in L.S., *Drexel Institute of Technology*  
A.M., *University of Pennsylvania*  
Assistant Librarian

## **DEPARTMENT OF THE BUSINESS MANAGER**

Business Manager

**WILLIAM JAMISON**

**ROBERT T. ANDERSON**

B.S. in E.E., and M.E., *University of Pennsylvania*  
Assistant Business Manager

**JOHN H. SMITH**

Assistant to Business Manager

**ALFRED MOSCARIELLO**

B.S., *Temple University*  
Office Manager

**GEORGE B. DIAMENT**

B.S. and M.S., *Temple University*  
Food Service Manager

**RITA McALARNEN**

B.S. in H.E., *College of Chestnut Hill*  
Dietitian

**ELIZABETH McMICKING**

Supervisor, Housekeeping and Clothing

**DOROTHY E. FREKING**

Assistant Supervisor, Housekeeping and Clothing

**THELMA DuHADAWAY**

Assistant Supervisor, Housekeeping and Clothing

**HEYWOOD M. WILEY**

Foreman of the Laundry

**PHILIP PIERSON**

Operating Foreman-Shoeshop



# GIRARD COLLEGE

## PRESIDENT'S REPORT FOR 1954

Girard College, December 31, 1954

*Board of Directors of City Trusts,*  
Gentlemen:

"It has been remarked that M.I.T. is always changing yet forever remains the same," wrote the President of the Massachusetts Institute of Technology in his 1954 Report. This statement might well be applied to Girard College, for we cherish carefully our Founder's ideals of courage, work, and accomplishment, even as we adapt our program and methods to the demands of present day society. We would not alter his basic concepts, yet we must prepare fatherless boys to be flexible in their approach to the problems of living in this fluid century. These two things are compatible and the source of the strength of our school.

A school is many things. It is rooted in the traditions of the past, but looks ever towards the future. It provides an educational opportunity for those who can grasp what is offered. It is concerned not only with the intellectual but with the spiritual. Its virtue lies in the steady influence of person upon person, faculty upon students, in the classrooms and out of them, in the Chapel, and on the athletic fields. Such relationships are inevitable in an institution which exists to foster them, so that it may instruct by precept and by example. The best schools, however, are those which are concerned with employing gifted people as teachers and with stimulating their natural and normal association with students. That is the present aim of Girard College, which has always had an outstanding faculty, but one that, because of its dual organization, could not readily participate in the total life and activities of those whom it taught.

The President of the College wrote of 1953 as "a year of stabilization after the disturbing effects of inflation and retrench-

ment." He also pointed out that restiveness on the part of students and uncertainty on the part of the faculty were beginning to subside. During 1954 these trends have continued, and we can note a growing leadership for good among our oldest boys. They are setting higher standards for their juniors, and the results are beneficial throughout the College. Noticeable also is the gradual development of a wider interest in academic achievement. We believe that more "poor" boys will go to college in the future than in the past, and the reliability of this assumption is becoming more evident as time passes. The effect on our students is one of stimulating them to greater efforts, since they feel that there is a reasonable expectancy of higher education for those who do well.

Dr. Odgers reactivated the large Faculty Program Committee to survey certain phases of the College organization and administration. The spirit and interest with which this group has embarked upon its assignment is indicative both of its ability and of its desire to be of service beyond the call of duty. At the present time there is probably a higher percentage of staff members giving a greater amount of time to student activities than ever before. The outcomes are not only more student activities, but a closer and warmer relationship between boys and staff that is on the right basis and is productive of character growth.

**PRESIDENT  
MERLE M. ODGERS  
RESIGNS**

The year 1954 is fixed in Girard College history because it marks the resignation of President Merle Middleton Odgers to become the chief administrative officer of Bucknell University. For eighteen years he guided us through treacherous times, kept a steady hand on the tiller, and did not lose sight of the beacon, a "better" education for our students. His personal accomplishments are well known throughout Philadelphia, his native city, where he is regarded as a genuine cosmopolitan and facile linguist, who is at home in many parts of the world. We remember him as a true scholar, intellectual, but humble, who understood finance and could administer large affairs efficiently. His personal and professional stand-



ards were of the highest, and his wife and family ably supplemented his important contributions to the College.

It is of interest to record the many evidences of respect and appreciation that were proffered at the numerous social affairs arranged in honor of Dr. and Mrs. Odgers. Perhaps none was more moving than the presentation by the President of the Student Body of a beautiful photograph of Founder's Hall, suitably framed, to Dr. Odgers on the morning of the last regular Chapel service at which he presided. The Faculty at a tea gave to the Odgerses a colonial-type chime clock, while the Executive Staff's gift was the *Century Dictionary of Names*.

At a large and memorable dinner the Alumni of the College made Dr. Odgers a life member of their group and presented him with a gold pin to commemorate this fact. Likewise he and Mrs. Odgers received from the Alumni a pen-pencil, clock desk set suitably inscribed. The Board of Directors of City Trusts at the same affair gave Dr. and Mrs. Odgers one of the rare Atmos Clocks that operates on diametric pressure. Later, this governing body of Girard College drew up a resolution of appreciation and of thanks to the retiring president, which was suitably engrossed as a memento of his long and happy association with this outstanding group of public spirited men.

As one looks back two decades, it is easy to see the constructive effects of President Odgers' administration. He continued the adaptation to the specialized Girard College situation of acceptable and constructive boarding school practices. He maintained academic standards. He guided discipline so that it produced control based more on reason than on constant force. If he were asked to name what in his own judgment was his greatest contribution to Girard, he would probably say a continuation of the humanizing influences already begun by Dr. Herrick and an emphasis on the finer aspects of boarding school life. He leaves a school that is stronger than when he became its head and one which is more capable of preparing its students for constructive lives in the present world. He has left us a legacy of industry, intelligence applied to the solution of problems, and the delegation of authority and trust to his colleagues. Our

loss has been the great gain of Bucknell University, where he will certainly become an outstanding university leader.

## **ELEMENTARY EDUCATION**

The year 1954 was, on the whole, a satisfactory one for the Elementary Schools. Classroom work under the guidance of a strong faculty continued to stress the mastery of fundamentals. Most staff members would agree with the statement of the Associate Director of Elementary Education, that the general conduct of our boys showed improvement in marked contrast with that in many other schools. It was reflected in the classrooms, in the assemblies, and out of school life as well.

A younger boy at Girard College enjoys many educational opportunities in his school experience in addition to sound teaching. The Alumni Fund, for instance, made possible the purchase of new equipment for elementary science. From the same source the budget item for trips was augmented so that a greater number of contacts with the world outside the wall were possible. Among Philadelphia institutions frequently visited are the Academy of Natural Sciences, the Philadelphia Art Museum, the Franklin Institute, and the University Museum. Post Office and Fire Department authorities facilitated contacts with their local stations, as did those of the United States Mint and the Zoological Gardens. Classes enjoyed seeing the Atwater Kent Museum, the Acme Company Bakery and Warehouse, the International Airport, the Reading Railroad Terminal, Pennsbury, and many other interesting and historic places. Such augmenting of children's experience is always good, but particularly so for Girard College boys, who are broadened by contact with cultural activities and community life.

Girard College was a leader in the early development of a student hall-officer force in the elementary schools, an activity which was continued with its usual efficiency throughout the year. Dramatics was stimulated by new costumes and an enlarged storage closet made possible through the Alumni Fund. The Alumni Fund also provided money for remedial programs in reading and speech to the great benefit of numerous boys. A few terms ago wood became so expensive that it was partially

displaced as stock for the Manual Arts shop by plastics and soft metal. Today, however, it has again become the chief material for projects of all kinds in that department. Musically, the restoration of the Christmas Candlelight Service to the Chapel and the fine work of the Junior Choir with Dr. Banks' original compositions were much appreciated.

The addition of two resident masters to the faculty has strengthened the staff of Lafayette Hall, with the result that, in the judgment of the supervisor, the conduct of boys has been more satisfactory than ever before in that unit. In combination with the efficient staff of women teachers, the few resident masters broaden the experience of the Middle School pupils, who get to know them in both school and dormitory situations. The decrease in size of dormitory sections has also greatly helped the individual boy adjust himself successfully and happily to group living.

The Elementary Library-Laboratory, constructively busy, reports an increased use of all its facilities. The employment of audio-visual materials by the teachers is most gratifying; statistics show a steady rise in the number of films, film-strips, slides, and pictures circulated. Classroom collections of books have improved in quality, and the service of supplying them to the rooms is very valuable to the reading program since they are near at hand, frequently changed, and less expensive to maintain than individual class libraries. Library instruction, an outstanding course, which teaches skills in using books and libraries, gives the Girard boy a decided advantage as he goes on to more abstract work. Teachers from outside schools who visit our Elementary Library-Laboratory are impressed with the books and services which are available to teachers through this agency.

The strength of Girard College in general and its Elementary Schools in particular lies in its unusually able and experienced staff. Resident and non-resident faculty members alike take a genuine interest in the welfare of their pupils and, in addition to giving them sound instruction, regard them with that affection lacking which a child's life is incomplete and unhappy. It is important to maintain working conditions that facilitate

close staff-pupil contacts. Valuable in any school, the latter are particularly so at Girard College, where at present they are developing in a way that is both gratifying and good for the boys.

## **SECONDARY EDUCATION**

The present Girard College secondary school program in part emphasizes preparation for college. It is strongly influenced in this direction by the fact that a steadily rising number of our graduates are attending institutions of higher learning. Increasingly higher education seems to be regarded as a national requisite. Our experience in this respect is the reflection of a national trend, which finds more students of all levels each fall seeking and obtaining opportunities for advanced study. Social Security and Veterans' Administration payments enable a majority of our students to build up funds to finance from one to four years of further education. Alumni are making much use of the so-called "G.I. Bill," which provides money for post-high-school training in many branches of learning. We also have many other sources available for scholarships, so that a Girardian who has the ability can almost invariably obtain necessary aid. Our distinct responsibility is to maintain a curriculum preparatory for institutions of post-high-school grade and representative of high standards of academic achievement.

The upper school faculty reports that our boys' enthusiasm and achievement are higher today than at any other time during the last quarter century. All departments feel, however, that the increased size of classes has made effective individual instruction almost impossible, particularly in the tenth grade, where assistance with abstract material is so necessary.

A revival of the *Girard News* and the *Girard Magazine*, now called *The Girardian*, made possible by Alumni generosity, continues to motivate the work of the English Department and acted as a cohesive force throughout the College. About forty percent of the present Senior Class are enrolled in elective mathematics, a figure that far exceeds the national average. Foreign language teaching employs both the direct and indirect methods as it aims to develop mastery of the subject and a concept of world-mindedness. The Science Department has been

active in the preparation of classroom exhibits. Several months ago it received the gift of a splendid collection of butterflies from Mr. O. A. Lindeman, of Wyncote, Penna. Work in the social studies is much enriched by trips, forums, assemblies, and other meetings sponsored by organizations in the community such as the World Affairs Council and the Colonial Dames.

During 1954 three new lathes for the Machine Shop and teaching aid equipment for the Automobile Shop respectively were added. The latter was furnished by three automobile manufacturers. A new course in Clerical Practice has been added to the work in Business Education. There has been no decrease in the opportunity for art instruction, but the instrumental music situation is discouraging. A single teacher cannot maintain the previous standards of performance so long a feature of the Girard College band, since he is unable to give the required individual instruction.

Most notable of all changes in 1954 was the remodeling of Allen Hall to accommodate the entire graduating class of almost one hundred boys. Since a school is very largely what the oldest students want it to be, the general effect on the whole College of well housed Seniors has been to raise morale. We have growing evidence that the spirit of co-operation between faculty and students is stronger than before. We note also that the assumption by boys of responsibility for their own actions is increasing.

The apartments constructed for two more senior housemasters have given a further demonstration of the advantages to both boys and College of having a family living in each dormitory. Homogeneity of dormitory population is proving of great value in the control, supervision, and guidance of students. Some new furniture was purchased for the commons rooms that is both comfortable and sturdy. The student work program in each house has operated this past year with unusual smoothness and is a real part of a Girardian's education. No day passes without a scheduled program of organized sports and supervised recreation in the upper halls.

As new resident masters are added to the number of the capable older men who have long served the College, we note

an increasing ability to meet the needs of adolescent boys. The closer relationship between adults and students develops mutual confidence and trust in each other, which, in turn, makes the upper school not only more efficient, but a happier place for all who are connected with it.

## **ATHLETICS AND RECREATION**

It is frequently stated by authorities on the subject that the lack of recreation facilities is an important contributing factor to juvenile delinquency. Youth must have an outlet for its energy and something to occupy its free time. Nothing seems more effective in meeting this need than sports and social activities. Our Girard program in this area not only meets state requirements, but goes beyond them in providing leisure-time activities.

Over the past few years our Physical Education Program has expanded because of the financial assistance provided by the Alumni Fund for Girard College. We are now at a point where two, three, and four teams in various sports have scheduled games on the same day with outside schools. Without over-emphasis and in complete co-operation with the all-round Girard life, we have been able to turn out successful teams in many sports. Boys from nine to eighteen years of age have had an opportunity to engage in interscholastic games. In addition to the customary Varsity and Junior Varsity squads, we now have uniformed teams from the Junior High and Elementary Schools.

Contests with other schools have been held in basketball, baseball, track, swimming, gymnastics, fencing, wrestling, and soccer. The Rifle Club, under the sponsorship of Mr. Howard Conklin, Instructor in Carpentry, has increased its activity and, as it gains skill, will seek to enter competition in that sport. Our opponents include many of the local and suburban high schools and private schools and, in soccer, college freshmen and junior varsity teams. We were victorious in approximately sixty percent of the games played.

The Girard College intramural athletic program continues to operate satisfactorily. Through it any boy not competing in

interscholastic athletics is given the opportunity to play on an organized team if he so desires. Many resident staff members co-operate in the scheduling and managing of this truly vast undertaking, which is an outstanding feature of Girard College life.

There are now five Boy Scout troops regularly meeting at the College. Mr. Frank Manton, '11, Mr. Edgar T. Stephens and Mr. Thomas H. Bradley of our Physical Education staff, and over twenty members of the Boy Scout Alumni Council Fraternity provide the necessary leadership; they are both enthusiastic and industrious. Kenneth Lynn Ritchey of the ninth grade became Girard's first Eagle Scout in a good many years. He was one of a group invested with that rank at a ceremony in the Mayor's Office at City Hall.

The work of the department has been facilitated by the two new resident masters in physical education, who do their teaching in that field and, in addition, help with coaching and dormitory work. Mr. David C. Wolstenholme has assumed, with vigor and efficiency, the heavy responsibilities of heading the department.

### **LIBRARY SERVICE**

All departments of the Library have functioned with greater activity throughout the past year. Statistics show a growth in the total number of books circulated. Attendance figures indicate an increase in the general use of the Library. Considering that our total school enrollment is a little less, this means that a smaller number of boys is making a greater use of library facilities. Breaking down the book circulation figures to a per capita rating, the younger boys had a yearly average of twenty-six books a boy, an increase of two books a boy over last year. The older boys averaged nineteen and a half books per boy, an increase of three books per boy over last year. The wider use of reference materials by high school students has been much in evidence, especially during the fall semester. The Elementary School Library-Laboratory statistics show an increase of more than fifty percent in the attendance of boys for research work in that department. All of this would seem to indicate a gradual

settling down after the disturbing changes of the years 1952 and 1953.

Few schools and not many liberal arts colleges in the United States have libraries superior to ours, which now houses close to 100,000 volumes. At present, the staff is engaged in the weeding out of old valueless books which will be discarded. Eventually this gleaning process will be extended to the very old collections in the basement, where it is possible that some of the first editions may have unusual value as rare books.

The Library was favored this year with two very fine gifts from the Alumni of the College. One is a long-playing, three speed record attachment for the record-player in the Alumni Memorial Room, made possible by the Alumni Fund. The other is a beautiful four-hundred-day clock of modern design, presented by members of the January and June classes of 1929 in memory of their deceased classmates.

The Girard College Library is the heart of the liberal education which our boys receive. Operated by an able staff, it not only increases the quality of academic achievement, but it also broadens the horizons of all who are at the College. After twenty-one years in its present location it has reached top rank in service to boys and staff and still possesses the physical facilities for maintaining its envied high standards.

### **THE SUMMER SCHOOL**

The Girard College Summer School provides as great a change in environment for those boys who cannot go home for the long vacation as can be arranged on the campus where they spend the rest of the year. It utilizes College facilities available for sports, recreation, amusements, and aesthetics in a type of program that is similar to that found in day camps. Efforts are made to alter a routine which becomes stultifying, however varied and interesting the components of a student's day may be, and to create activities and an atmosphere which is enthusiastic, constructive, and pleasurable. In 1954 the Summer School not only ran smoothly, but seemed effective in achieving its aims.

Mr. Charles K. Hay, the supervisor of the Summer School



faculty, reports, "There has been a decided improvement in the deportment and attitude of all boys attending the summer school during the past five years." We believe that no small part of this change for the better is due to the excellent staff of instructors secured from other schools to carry out the program. They are not only skilled professionally, but they have a real sympathy for the boy who cannot go home and an understanding of his needs. As a result, discipline problems were at an all-time low.

Three special tutors were employed to help boys who had fallen behind in their work. They were paid by a grant from the Alumni Fund for Girard College. Thirty-one boys in all, from grades three to nine, received special teaching in one or more subjects. The general enrollment averaged about one hundred and twenty throughout the summer, approximately one-tenth of the school population.

The Summer School staff is supplemented by regular College faculty members, who, according to Mr. Hay, were "efficient, courteous and cooperative." It is most fortuitous, however, that the boys who remain at the College come in contact with personalities from the outside who are new and vigorous. The latter frequently open a student's eyes so that "he becomes well aware of the outstanding opportunities which await each boy, throughout the year . . ." Few activities contribute more to those who must participate in them than does the Summer School.

### **SOCIAL PROGRAM**

The Social Program has completed ten full years of service to Girard boys. Under the intelligent, capable, and vigorous leadership of Miss Miriam McGhee, it has become recognized as playing an important part in the development of our older students. Its contribution is twofold in that it provides some classroom instruction and also the opportunity to use this teaching in several kinds of social experience. Unfortunately, eighth and ninth grade parties are no longer included because of a reduced budget.

Except for the omission of the tenth grade square dance, the usual schedule of events has been planned and carried out for senior high school students. The death of Mr. Benjamin F. Severy deprived us of our enthusiastic "caller" for the folk-type dances;

he has not yet been replaced in this fruitful area. Informal afternoon "coke" parties, open-houses, and numerous evening dances provide a wide opportunity for social experience. Few people realize the extent of the whole program, which is larger than that of other schools because of both the number of classes involved and the size of the upper school. All Juniors and Seniors may attend six dances each year if they choose, and those who take part in the special activities of the Dramatic Club, the Swing Band, the Battalion, etc., have additional opportunities for participation. A boy who might belong to all of the organizations which hold dances could attend as many as thirteen in a year. Most boys' boarding schools have fall, winter, and spring dances, but the Girardian needs as many social contacts as we can provide through a variety of supervised situations. No student today needs to leave the College at graduation without knowing first-hand what constitutes an enjoyable, well-conducted dance amid beautiful surroundings.

Our boys continue to be welcome guests at the social affairs of many other schools, both public and private. Likewise our dances are attended by many girls with whom we are glad to have our boys associate.

Tenth-graders now are receiving dancing lessons in the spring, an experience which enables them to adjust themselves more easily to teen-age social activities here and elsewhere.

To the classroom instruction of ninth-graders in social matters, we have added a six-weeks' course for Seniors. They are given a somewhat detailed and specific resumé of facts a high school graduate needs to know about social etiquette. It covers such matters as greeting the receiving line, behaving properly at the theatre or at restaurants, assisting ladies in and out of vehicles, handling menus, paying bills, tipping, wearing proper dress, and effective indulging in social communication. Response has been excellent since the young men realize the personal value of such information.

There are still weak spots in the over-all picture of manners, which give us concern, but there is no question of the great value of the Social Program to all participants. It is in a very real sense

a co-operative enterprise in which many boys and staff members are involved under productive leadership.

### THE STUDENT CENTER

The Student Center started five years ago with \$300.00 borrowed from the Alumni-College Council. It not only fills an important place in the life of the College, but is also boy-managed and controlled to a degree once thought impossible. Financially it is sound, and, in addition to maintaining itself and moderately expanding its facilities, it pays \$550.00 annually into the Junior and Senior Class treasuries to help with the publication of *The Corinthian* and other activities. The Profit and Loss Statement for the period from September through December, 1954, shows an income from sales of \$1,694.22 and net profit of \$501.45. Fixed assets are given as \$2,683.25 and current assets as \$2,098.44, or a total of \$4,781.69, at the end of the year.

More important, however, than financial success is the training in human relations given by the Center to those who manage and patronize it. The students are beginning to understand that this enterprise is definitely theirs and that all its profits find their way back to boy activities. They are becoming more critical and interested. This is the reason for the physical orderliness and cleanliness and the improved behavior pattern typical of the current year. There has been growth in student-managing ability in the Center itself.

To accept the responsibility for the management of the Student Center is to accept a real and demanding job. The manager is subject to the continuous scrutiny of the faculty, the administrative officers, and the students. He must learn to evaluate their comments and criticism with the knowledge that there will always be some dissatisfaction. When we add to this the fact that because of his other school obligations the hours which he can devote to this job are definitely limited, we recognize that he will either mature in steadiness or judgment, or he will fail. The successive managers have learned that fact and, in general, have done very well.

At the same time, there has been a steady growth in the

effectiveness of the staff, the assistant manager, the bookkeeper, and the other workers. In their meetings they develop a give-and-take, an ease and freedom of expression, and a willingness to listen and to analyze that is excellent. These sessions are utilized by the sponsor, Mr. MacGregor, to broaden the vision of those present regarding duties, assumption of responsibility, and the virtue of hard work. Not many school organizations are as much used for instruction in character-building. This job requires intelligent and devoted guidance.

#### **THE HEALTH SERVICE**

The health record for the year was very good. There were no epidemics, deaths, or serious accidents. Our prophylactic management of rheumatic infection has been more effective than in previous years, due in no small part to understanding co-operation among the patients.

There was an increase in the number of fractures reported by the Director of the Health Service, but otherwise the operative procedure compared with that of other years. The Dental Clinic continued to function well; every boy in the College is receiving adequate dental attention. In general, the health of Girard College students is excellent, and they are free from the physical disabilities that would affect their school achievement and their favorable adjustment to group living.

#### **STUDENTS**

Those interested in education do well to remember that a school is people, not buildings, activities, or study. The relationship, therefore, of individual to individual and group to group becomes a most important factor in the program of an institution. Where personalities clash, or intra-group sympathies fail, we find resentment, even revolt. Indifference to the needs and desires of others is also a cause of friction and trouble. Nowhere are such matters more important than in a boarding school, for here the constant meeting and interplay of life on life mold the day-to-day and long-term performance of the faculty and students. The result is morale—bad or good.

The Director of Secondary Education shares the feeling of staff members that the past year has marked a noticeable improvement in student morale. Much of it, he believes, comes from

better and more co-operative student leadership, but the changes in certain areas, in dining and service management, for instance, have been contributing factors. Club programs also played a part, for there was increasing interest in these extra-classroom activities. The Photography Club has been revived and sponsored by one of the resident masters in guidance who is expert in this field. A new Conservation Club was formed as a result of a boy's attending a Pennsylvania State University Conservation Camp. Already existing clubs have been lively and have gained in membership.

In his report for the year 1953, Dr. Odgers mentioned the need for "a few dozen of our great American schools, among which the boarding schools are in a particularly favored position," to train leaders of strong character and high intelligence. No two of such educational institutions will be alike, but they will all have one thing in common—namely, a high standard of academic achievement, which is regarded by students and staff as the most important asset of a school. A school does not deserve the adjective "great" until its student body accepts the able student as typical, not exceptional. In other words, there must be a point of view which includes the necessity of every student's working close to his capacity if he is to "belong."

Some Girard College students still undervalue scholarship, but there is evidence that many boys grasp the importance of academic achievement. In 1954, for instance, at the end of the first term there were sixty upper school boys on the honor roll; at the conclusion of the second term the number had risen to eighty-seven, or about 17% of the student body. Each year more boys apply for and receive scholarships from institutions of higher learning. We have established relations with several colleges which now will take one Girard graduate each year if we recommend him. Three boys have passed the Naval R.O.T.C. program examination and are qualified to receive scholarships from that source. It is becoming the normal expectancy among our capable boys to continue their institutional education beyond Girard. We want the appreciation of the real purpose of the College—namely, the provision of a "better" education—to be the

motivating force that urges students and staff to higher standards of thoroughness and mastery.

Student activities sometimes do not deserve the name when they are faculty planned and shared. The Girard College Swing Band is not in that category, however, for it belongs entirely to the students. Practice held in a room adjacent to the Student Center is directed by a chosen student leader. There is no adult supervision; boy interest alone controls it. Our 1954 Swing Band is the best in many years. In quality of tone, rhythm, and execution, it compares very favorably with such organizations in other secondary schools.

Attention should be called to the re-establishment of the Lecture-Entertainment program. The Alumni Fund for Girard College has enabled us again to give boys of all ages a diversified opportunity to hear individuals and groups who provide both cultural entertainment and fun. Music also is included among the scheduled events, of which Dr. Clyde Dengler's University Glee Club of Philadelphia is an outstanding example. The Associate Director of Secondary Education efficiently handles the planning and details of such matters, which he does also for the moving pictures, a week-end feature throughout both terms.

Many periodicals have carried articles on the use and abuse of television sets, stressing the fact that long, continuous periods of watching programs may be injurious to children's eyes. At Girard we perhaps enjoy as satisfactory viewing conditions as is possible, for we control both the programs seen and the length of time they may be observed. All boys in the Junior School, for instance, see the Walt Disney shows on Wednesday evenings from 7:30 to 8:30 P. M. The whole College, or that part of it that wishes to, watches portions of the World Series, and a large number of classes look at educational programs during school hours throughout the week. We have found television a helpful tool, but only if carefully supervised by staff members.

High School boys continue to find the career conferences held under the supervision of Mr. Charles T. Cunningham of genuine assistance. This year they provided the opportunity to find out not only about civilian occupations and the professions,

but also the complete roster of the armed services. Alumni of the College have been most generous in giving their time to this constructive project.

Student life at Girard College is an interesting study. One might take an afternoon program when there were no outside games as an example. If he visited the West End, he would see the youngsters roller-skating and playing soccer or some other kind of ball, carefully watched over by many guardian angels who see that no one gets hurt. Junior School boys are out full force, as are those from the eighth and ninth grades, but the weather is cool, and they keep on the move at touch football or some other lively game.

The Armory is a great coliseum filled with sound and action, albeit a peaceable one. At the far end two basketball squads are at practice. Several inter-house games in that sport are in progress, too, stopping just short of the wrestlers, who throng one whole corner of the building. The band is practicing upstairs, while down below there is more basketball and a rifle club seeking sufficient bulls'-eyes to enter one of the long-distance matches with other teams. Downstairs in the High School Building you will find the fencers, the gymnasts and the swimmers; upstairs, voluntarily or otherwise, some boys are making up work they have missed. The Student Center and the Library are busy. By the time you reach the Alumni Memorial Room in the latter, you are ready to join the group of music lovers who are playing Beethoven's Ninth Symphony on the high-fidelity recorder and following the score as they listen.

Sometimes we think of Girard College as a kind of oasis in an area of juvenile delinquency, recognizing that but for its facilities some of our boys might be active on the street corners and in the poolrooms. But here we have one of the big solutions of that distressing problem in the form of sports, recreation, social activities, and other interests, all supervised by people who care about both the activities and the participants. We have order, we have discipline, we have supervision, but we minimize the need for these things because we provide a constructive escape for the effervescent energy of boyhood. The better the school, the less evident are

outward means of control. The kind of a school we have is determined largely by what the oldest boys want it to be. We see signs of genuine student participation in the conduct of student affairs, and we are encouraged.

### THE STAFF

There was the normal turnover in staff personnel common to boarding schools.

Mr. R. Foster Stevens, Head of the Science Department for over thirty-two years, closed a long and constructive term of service to Girard boys in January. Mr. John W. Leydon, Head of the Foreign Language Department, finished his work in June, after twenty-nine years in the position. He was always interested in the development and supervision of student activities and participated in them gladly. Both of these men were in the tradition of the many splendid instructors who have taught Girard boys for over a century. They richly merit their retirement. Dr. John M. Presson was appointed to succeed Mr. Stevens, and Mr. John A. Lander, an alumnus of the College, to succeed Mr. Leydon.

Miss Charlotte A. Floyd, an able and respected teacher in the Elementary School, died in March; she was young, enthusiastic in her work, and highly regarded by colleagues and pupils alike. In July, and within a few hours of each other, we lost by death Mr. Alford G. Otto, Director of Athletics, and Mr. Benjamin F. Severy, Teacher of Physical Education. Each had served the College for thirty-three years. Mr. Severy, in addition to his sound teaching and coaching, was always in demand for social occasions, where he organized and led most effectively those party activities that mean so much to growing boys. Mr. Otto was long an outstanding coach, whose former team members recall him with respect and affection. He bore a heavy burden of responsibility and did not spare himself. These two men made a reality of "character-building," a phrase that may be often misused when applied to competitive sports. Mr. David C. Wolstenholme was appointed to assume Mr. Otto's duties as Head of the Department of Physical Education.

Several years ago junior housemasters were introduced as active staff members. These young men are college and university students who help with our out-of-school program on the play-



grounds and elsewhere. Frequently they have had experience as camp counsellors or recreation workers and enjoy taking an active part in games and sharing boy-life generally. They receive board and lodging as compensation for their part-time services and take their meals in the student dining rooms, where they provide helpful examples of the good manners we covet for our boys.

The organization for the administration of the Elementary and Secondary Schools is working satisfactorily. We think less and less of two separate staffs and more and more of the total job to be done. The Director of Secondary Education in his first full year has shown the ability to gain the co-operation of the boys and adults. Both Associate Directors, long experienced in the techniques of group living, are solving dormitory problems at the upper and lower school levels smoothly and pooling their resources for College-wide needs. The Resident Master in Science and Guidance handles much of the routine scheduling in an efficient manner. Administration and staff relationships are stabilized again after receiving a jolt from the severe economic retrenchment program. A first-rate school must have a faculty which feels that working conditions are good and that there is reasonable security in their jobs, for a disturbed and frustrated staff means a restless unproductive student body.

#### **ADMISSIONS AND STUDENT RELATIONS**

The Office of Admissions and Student Relations has continued its reorganization so as better to meet present day needs. There were no changes in the full-time staff, but the addition of two resident masters in guidance in September, 1954, improved both the quantity and quality of counselling services.

The continuous admission policy has been maintained. The year ended with fifteen unexamined boys on the application list, the same number as in 1953. During the past year one hundred and twenty-nine boys left the College, of whom sixty-seven were graduated, while in the previous year one hundred and seventy-five were separated, of whom fifty-two were graduated.

A total of almost \$12,000 in scholarship aid was granted to students attending institutions of higher learning. From trust accounts over \$21,000 was withdrawn by former students for

educational or maintenance expenses. Twenty-three colleges and universities received payments from these funds. There has been real improvement in our placement work under Mr. Thomas J. Corrigan's supervision, but the major problem still remains, that of keeping the good will of potential employers whose requests cannot be filled.

The Alumnus Representative Program continues with a solid nucleus of almost fifty men engaged in helping both former students and mothers of applicants. On August 18, through the initiative and financial assistance of Alumnus Representative John A. Stolp, a group of people, attending a national convention held in Philadelphia, visited the campus under the guidance of Mrs. Mildred S. Hill and also viewed the Girard College film. Most interesting, too, is the growing program of the Girard Mothers' Clubs, of which there are now six. They are noticeably contributing to improved relations between the College and the mothers of its boys.

Partly as a result of the services of the two new resident masters in guidance, the number of counselling contacts with boys, alumni, mothers, and faculty was increased nearly 70%. Again in 1954, financial aid from the Alumni Fund for Girard College enabled us to maintain a full testing program. About three-fifths of the psychiatrist's time was devoted to prognostic examinations of sixth-grade boys, for the purpose of identifying the maladjusted and giving them desirable therapy. The department, ably guided and staffed, continually discovers new ways of helping the Girard College student to become a strong, well adjusted, intelligent person.

The College rejoices in the good news that the Chairman of the Board's Committee on Admissions and Student Relations, Mr. George F. Norton, is gradually resuming his many constructive activities in business and in the community.

### COMMUNITY CONTACTS

Early in 1954 the Girard College Band participated in the celebration which marked the arrival in Philadelphia of the first shipload of Venezuelan iron ore. Our musicians played the *Venezuelan National Anthem* and the *Star Spangled Banner*

at the dock and later were guests at the dinner in honor of the occasion. The President and Vice-President of the College were also present.

For some years the Girard College Battalion and Band have marched in the Flag Day Parade. In 1954 this participation was continued. Compliments were paid to our cadets and the Band by a number of admirals and generals in the reviewing stand. These reflected great credit upon Colonel Hamilton, the Commandant, Mr. Morrison, the Instructor in Music, and Girard College generally.

For the first time the "Alford G. Otto Memorial Plaque" was awarded this year. It was presented to "the outstanding high school soccer player in Philadelphia," in the judgment of the awards committee. Mr. Otto, of course, was the Girard College Director of Athletics and for many years our outstanding soccer coach. This recognition of Mr. Otto is much valued and appreciated by all of us at the College. He was one of those men who worked with boys so that they learned more than athletics; his memory will long be green in the minds of his former students. Mr. Harold J. Freeman of the Class of '43 was instrumental in having the plaque named after Mr. Otto.

A member of our soccer team attended the initial presentation at the Olney High School, from whose team a player had been selected as the recipient. There he read a letter from the soccer team at Girard College, the last student soccer group to have much contact with Mr. Otto, congratulating the winner and expressing the appreciation of Girard College to the donors of the award.

The long succession of distinguished speakers at the Girard College Sunday Chapel services was continued during 1954. These able men and women contribute much to the College by bringing to our boys worthwhile messages based upon successful experience. Likewise they receive impressions of their visits which they carry back to their communities. Among these are the good order and reverent attitude of our student body, who continue to exhibit a gratifying self-control and respect for our periods of non-sectarian worship. Chapel Services on Wednesday, Saturday,

and Sunday are the only regular occasions on which our entire group is together. They create a feeling of "belonging" to something much bigger and finer than oneself, in other words, morale. The Chapel plays an important part in the lives of all who participate in the activities which center there.

**THE GIRARD WILL** The original Will of Stephen Girard was delivered by the Register of Wills on May 20, 1954, into the custody of the City of Philadelphia, Trustee under the Will of Stephen Girard, Deceased, Acting Through the Board of Directors of City Trusts. It is now suitably housed in Founder's Hall, Girard College. Except for relatively short periods of a day or less, when it is exhibited in the Girard Memorial Room on the first floor of that building, the document is stored in a large, locked vault in the basement. Here also are preserved the important books and papers of Stephen Girard under controlled conditions of temperature and humidity.

Like other important historical papers, the Will is kept in a plexiglass container. When it is on exhibition in an attractive wooden case made by teachers in the Department of Mechanical Instruction, the top is covered with so-called "documentary glass," which keeps out destructive light rays. An insurance policy provides further protection for this unique example of American philanthropy, which is never left unsupervised outside the storage vault.

The College is happy to be charged with the custody of the document which governs its operations. All of our boys have had the opportunity to examine the Will when it was on exhibition, and they evince a growing interest both in it and in the farseeing individual who designed it. Few, if any, educational institutions in this country are controlled so closely and so constructively by an instrument almost a century and a quarter old. The Will of Stephen Girard is no dead charter, but a living guide for the remarkable school he founded.

**ALUMNI** There is frequent reference in this report to activities made possible by grants from the Alumni Fund for Girard College. Of \$19,000 appropriated, \$14,800 was expended for projects that could not

be included in the College budget. They were of types which provide enriched experiences for larger and smaller groups of boys and embraced such items as the Washington trip for Seniors, roller skates for younger boys, a program for physically restricted boys, athletic uniforms and trips, remedial speech and reading instruction, Boy Scout activities, lectures and entertainments. We are indeed grateful that a similar appropriation of almost \$13,000, which includes the 1954 unexpended balance, has been made available for next year by the Girard College Alumni.

We have evidence of satisfactory academic achievement and maturing interest in continuing education from the fact that thirty percent of the 1954 graduating class are in college. That figure has rarely, if ever, been matched in the history of Girard. This group of young alumni received scholarships totaling over \$30,000. Most of these scholarships were granted on a four-year basis, subject to the maintenance of a satisfactory record in course. Another alumnus received an appointment to the new Air Force Academy, which will open next September at Denver, Colorado.

We also note that two more of our graduates are making excellent progress in the Radio-Television field, one at a Philadelphia station and the other in northern New Jersey. Alumni continue to show proficiency in whatever activities they are pursuing. We find, for instance, from Mr. William F. Gillen, Alumni Secretary, that the percentage of Girardians in the armed services who receive commissions continues to be well above the general average; this was particularly true during World War II.

The Alumni quarters, located on the first floor of the Armory, have been redecorated. The walls are steel gray, and the trim is garnet. The Alumni purchased new office furniture and had the floors refinished with steel and garnet tiling. This cooperative effort has resulted in a greatly improved appearance of this three-room unit, the largest of which the Alumni plans to furnish as a meeting room and lounge.

The relationship between the Girard College Alumni and the College is unusual in its effectiveness. There are, of course, few schools which have so loyal, so capable, and so understanding a group of graduates, or one so eager to do what it can to smooth

the way for its youngest members. Recent tangible assistance through the Alumni Fund has been a very constructive influence in the lives of the students. They learn quickly to understand the deep implications of the phrase, "Brothers in Girard."

#### **PHYSICAL PLANT AND BUSINESS OPERATIONS**

Visitors to Girard College frequently comment on the fact that despite the age of some of our buildings they are unusually well maintained. While this statement may be somewhat less true than in previous years, it is generally correct. During 1954 the effort to save future expense by sound maintenance was continued.

The extensive and effective alterations in Allen Hall are discussed at length elsewhere in this report. A new apartment for the Senior Housemaster of Mariner Hall and his family was constructed. By rewiring the north end of Lafayette Hall the boys' dormitories are in the process of being made much more livable and cheerful. There was a rewiring project carried out also in the Infirmary. The area directly inside the North Gate Entrance was enlarged to permit the easier passage of the maximum-size buses and trucks that from time to time drive into the campus. The City of Philadelphia widened the streets directly south and west of the College; this project has been of help in moving the large volume of traffic that uses them. Progress in one way, however, sometimes brings loss in another; in this case almost all of the trees shading the pavement and wall to the south and west were cut down.

As the new clothing program develops, it is found to be not only less expensive, but also more satisfactory to the boys as well. By trial and error several modifications have been made in the original plan, for instance, the substitution of a dacron-worsted gabardine fabric for corduroy in trousers. Tests of hosiery are being made to determine whether the new nylon type will be more durable than the cotton weaves now in use. Experience also shows that carefully drawn College specifications for certain articles lead to a saving through greater durability and not much, if any, increase in costs. In other cases "stock" items, shirts, for instance, can be bought with greater efficiency. Approximately \$18,000.00 less was spent in this whole area during the past year than in 1953.

Few actions of the Business Manager in recent years have been productive of more good than the realignment of the food services. Under Mr. George B. Diamant, Food Service Manager, those difficulties always inherent in a student work program have been greatly minimized, and dining room operation is noticeably smooth. The variety and quality of the meals remain good. Help for the food services, however, continues to be both scarce and impermanent.

The Business Manager notes that extensive repairs were made to the linoleum in all boys' dining rooms in the Dining and Service Building, and that more plastic dishes are being used, as they have proven practical and economical. We are faced with the prospect of replacing mechanical dishwashing equipment, an expensive but very necessary item. There is considerable floor maintenance needed throughout the College, which will eventually require asphalt tile, linoleum, etc., to cover many worn and discolored bare wood areas. As soon as funds can be made available, they should be spent on the upper-hall dormitories and lavatories, these facilities being probably in the poorest condition of any on the campus.

The purchase of fifty captain's-style chairs and eighty-nine straight chairs has improved the boys' living room furnishings in the upper halls. They illustrate that durability is not necessarily opposed to style and reasonable comfort. The residence of the President is being generally maintained in good condition; its rugs and furniture are being renovated.

Business operations of the Infirmary are being integrated with similar College-wide operations and services of the Business Manager's Department. It is believed that the gradual accomplishment of this change will result in appreciable savings in both wages and supplies.

The administration of the business affairs of an endowed educational institution as large and as involved as this one is a difficult and thankless job. We are fortunate to have enjoyed for so long the industrious and able supervision required in this vital area of our school.

The total actual 1954 expenditures for the maintenance of

Girard College aside from extraordinary non-recurring expenditures, retiring allowances, and group insurance, amounted to \$1,906,770.49, an increase of \$81,432.61 over the corresponding figure for 1953. The average number of students maintained was 1157, which represents a decrease of 56 below the figure for 1953. The per capita cost of 1954 was, therefore, \$1,648.02, an increase of \$143.21 or approximately 9.5% above the 1953 figure. The addition of retiring allowances, totaling \$196,426.10, and the cost of group insurance, totaling \$17,614.31, to the ordinary expenses yields a total of \$2,120,810.90 for ordinary expenditures. Within this latter total the percapita cost based on a census of 1157 is \$1,833.02, an increase of \$228.73, or 14.3% above the 1953 figure.

In 1955 Old Age and Survivors Insurance (Social Security) was added to the College budget and hereafter will be included in the computation of per-capita-cost figures. On that basis total ordinary expenditures for 1953 were \$2,023,313.64, and the per capita cost \$1,668.02. In 1954 the total ordinary expenditures were \$2,144,312.82, and the per capita cost \$1,853.34, which is \$185.32, or approximately 11%, above the 1953 figure.

## IN SUMMARY - WE ARE GRATEFUL

Only seven men have served Girard College as its president. When one of them resigns or retires, it marks a milestone in the progress of the school. Dr. Merle M. Odgers' departure makes 1954 an unusual year and one which will long be remembered. There is still an air of unreality in the situation, as though he had gone on a visit somewhere, or on one of his many journeys abroad, and would presently resume his accustomed role within and without the wall.

How well he wrought is evidenced by the smoothness with which the College continues to function. He left a going school, which had weathered the gale of dollar depression and returned to course, unharmed in fundamental strengths. And like all those who have shared the experience of successful work or study here, his life is forever enriched because it has been touched by the beneficent spirit of our far-seeing Founder. Eighteen years of able



and concerned leadership are now history, recorded but not forgotten, ended but pointing the way to future developments.

The close of 1954 found Girard College less upset by the loss of so distinguished a leader than would have been true in less fortunate schools. Our staff is well above average, "of tried skill" and of "established moral character;" therefore things ran on well, because people knew their jobs and could do them efficiently. The boys, too, continued in their generally co-operative pattern of behavior, so that by team work we have withstood the shock of losing the pilot. We might continue the figure by saying that the channel was not uncharted, for we had watched him handle the ship for many years. Furthermore, we had a good start on the course ahead as plotted under his guidance; therefore we need not lose way.

The past year has been one during which efforts to enlarge the resident staff have continued as a matter of broad policy. It witnessed also the development of better living quarters for faculty and a renovation of Allen Hall to accommodate the entire Senior Class. There was steady improvement in the relationship of the boys in the student work program and the Dining and Service department. Student leadership showed increasing stability, and boy-staff contacts were both more numerous and more natural.

None of the above emphases will be changed in the immediate future since they all seem sound and beneficial to the Girard boy. In addition, there must be study of how to find money for salary and wage increases from a shrunken budget, and also an exploration of possible ways to finance the renovation of Bordeaux Hall into quarters for boys and staff similar to those in Allen Hall.

The writer of this report wishes to express his sense of loss at the resignation of Dr. Odgers and his gratitude for the years spent as a colleague of this able executive. He wishes also to note his feeling of respect and admiration for the Board which governs Girard College. For one hundred years and more our school has enjoyed the voluntary services of some of Philadelphia's finest and most capable citizens. Today's group continues that proud tradition. The members of the Board of Directors of City Trusts merit the deep appreciation of all, and they are many indeed who wish

the College a future as productive as its past. Their devotion to the improvement of this unique school is neither unnoticed nor unappreciated by students and staff.

All who have confidence in the American way of life see years of valuable service ahead for Girard College, provided only that it will adapt its program to the demands of these changing times. That this can be done is the firm belief of the Girard family.

Respectfully submitted,

E. NEWBOLD COOPER

*Vice-President*

# APPENDIX A

## CHANGES IN STAFF IN 1954

### APPOINTMENTS

Victor Gilbert, B.S., Resident Master in Physical Education . . .	February	1
Henry Schwaneger, A.B., A.M., Housemaster in Secondary School . . . . .	February	1
Harold G. Weiss, D.D.S., Assistant Dentist . . . . .	April	26
Roy N. Glerum, Substitute Housemaster, Secondary School . . . . .	April	26
Robert O. Gleason, B.S., Resident Master in Guidance . . . . .	September	1
Donald L. Loder, Substitute Housemaster, Elementary Schools . . . . .	September	1
Albert W. Richardson, B.S., Resident Master in Guidance . . . . .	September	1
James D. B. Weiss, Jr., B.S., Housemaster, Elementary Schools . . . . .	September	1
Marian E. Veals, B.A., Governess, Elementary Schools . . . . .	September	1
Eleanor M. Zdanowicz, B.S., Substitute Governess, Elementary Schools . . . . .	September	1
Paul Zdanowicz, B.A., M.Ed., Resident Master in French . . . . .	September	1
Robert E. Hartman, B.S., M.A., Resident Master in Physical Education . . . . .	September	1
Howard C. Nesbitt, B.A., M.A., Resident Master in Physical Education . . . . .	September	1
John E. Charlton, B.A., Resident Master in English . . . . .	September	1
Theodore Kurta, D.D.S., Assistant Dentist . . . . .	October	26

### RESIGNATIONS

James P. Reardon, Housemaster, Secondary School . . . . .	February	28
Thomas H. Tomarelli, Housemaster, Secondary School . . . . .	February	28
Benjamin Grossman, B.S., D.D.S., Assistant Dentist . . . . .	April	25
Philip E. Glidden, B.A., Substitute Housemaster, Banker Hall . . . . .	May	31
John H. White, B.S., Housemaster, Elementary Schools . . . . .	June	30
Stephen R. Lawrence, A.B., Resident Master in English . . . . .	August	31
Victor Gilbert, B.S., Resident Master in Physical Education . . . . .	August	31
Robert C. Paine, Housemaster, Junior School . . . . .	August	31
Theodore J. Kopf, B.A., Housemaster, Secondary School . . . . .	September	8
Jane Waterhouse, R.N., Nurse, Health Service . . . . .	November	30

### TRANSFERS

John M. Presson, B.S., A.M., Ph.D., Teacher of Biology, to Head, Department of Science . . . . .	February	1
Lauris R. Wilson, B.S., Senior Housemaster, Bordeaux Hall, to Resident Master in Business Education . . . . .	February	1
Harold F. Holman, AB., A.M., Housemaster, Junior School, and Teacher		

of Mathematics, to Resident Master in Mathematics	February 1
Patricia A. Brawn, B.S., Governess, to Resident Teacher, Elementary Schools.....	April 1
James L. Collier, Substitute Housemaster, to Housemaster, Secondary School.....	September 1
Joseph T. Wileman, B.S., Relieving Housemaster, Junior School, to Resident Master in Elementary Schools.....	September 1
John A. Lander, B.S., A.M., Resident Master in Foreign Languages, to Resident Head, Department of Foreign Languages.....	September 1
David C. Wolstenholme, B.S., Teacher of Physical Education, to Head, Department of Physical Education.....	September 1

#### RETIREMENTS

Flora Galloway, Governess, Junior School.....	January 31
R. Foster Stevens, A.B., A.M., Head, Department of Science.....	January 31
Gladys B. Sims, B.F.A., Teacher, Elementary Schools.....	April 1
John W. Leydon, A.B., A.M., Head, Department of Foreign Languages.....	August 31

#### DEATHS

Charlotte A. Floyd, B.Ed., M.A., Teacher, Elementary Schools.....	March 4
Mellie V. Shuler, Retired Nurse.....	June 29
Alford G. Otto, Director of Athletics.....	July 24
Benjamin F. Severy, Teacher of Physical Education.....	July 25

## APPENDIX B

### STAFF OF SUMMER SHOOOL, 1954

Supervisor

Mr. Charles K. Hay

#### TUTORS

Mr. Edward H. Jeffries

Mrs. Suzanne G. Kennedy

Miss Frances K. Johnston

#### TEACHERS

Mr. I. Edward Branhut

Mrs. Ethel F. Davis

Mrs. Dorothy H. Furman

Mr. Jacob D. Geiger

Miss Laura Harman

Mr. Stanley F. Kasprzyk

Mr. Max Kushner

Mr. Russell M. Leonard

Mr. Edmund O. Mueller

Mrs. Kathryn R. Read

Mr. Norman B. Shrenk

Mr. Martin J. Warnick

## APPENDIX C

### GRADUATES

Following are the names of those who were graduated from the College in 1954:

Ambrose, Edward †  
Bartlow, Basil Burleigh †  
Baughman, Lawrence Lee  
Bierko, Reginald John  
Boland, Patrick Joseph  
Bowman, Harold Robert  
Brown, Roy Blair  
Brown, William Elias  
Buck, James Carlton  
Buswell, Herman Stewart  
Carpenter, Kenneth Edward †  
Casterline, Arnold  
Convery, Raymond Edward  
Curry, Paul Thomas  
DeLaurentis, Robert Nicholas  
Donahue, John Francis  
Drawbaugh, Vernon Dale  
Edling, Glenn Weber  
Edling, Robert William  
Frantkowski, Richard Mikolaj  
Giulian, Karl Anthony  
Grasso, Salvatore  
Haley, Thomas Joseph  
Harbinson, William Joseph  
Harbison, Earl Leslie  
Harrison, Reigh Xman  
Higinbotham, Arthur Elfring †  
Hobson, George Edward  
Kaplan, Howard  
Kaufman, Alvin  
Klinger, Roger Allen  
Kunkle, William Alexander  
LaBar, Bradley Paul  
Lashendok, Gerald George

Lawson, Ralph Dreben  
Levan, Wilbert Earle  
Linthicum, Robert Charles  
Lynch, Linus Joseph †  
Lyons, Norman  
Marcelli, Onesto Pasqualo  
Margotta, Joseph Francis  
Marschall, Frederick  
Martin, George  
McDowell, John Stewart  
McGee, Michael David †  
McMichael, Francis Clay †  
Morocco, John  
Nace, Franklin Edward  
Newlands, Alexander Henderson  
Newman, Ray Wallace  
Novack, David  
Robinson, Donald Kenneth  
Rocco, John Alexander  
Rosar, Carl Ashton  
Schaeffer, Edward Murray  
Scheidler, Martell Franklin  
Shelesky, John  
Sites, Melvin LeRoy †  
Stankus, Robert  
Steen, Anthony John  
Stephens, Benjamin Franklin  
Suravitch, Sylvester Anthony †  
Thomas, Robert Lowell  
Varner, Roy Edward  
Woods, Harry Edward  
Yatchisin, Paul Jerome †  
Zanghi, Joseph

†Member of National Honor Society